POWHATAN'S TOMAHAWK

Weapon of the Famous Indian Chief Now in Possession of Gentleman in Mississippi.

GENERATION TO GENERATION

Virginian Now in South Makes Effort to Have Relic Placed in Virginia Historical Society.

The following letter giving the history of the tomahawk of the old Indian chief, Powhatan, has recently been received by a Virginia gentleman:

Birmingham, Ala., May 28, 1904.

Dear Sir,—In compliance with your request, I will give the history of the tomahawk of the old Indian chief Powhatan, which is now in the possession of the family of the late Colonel Samuel M. Meek, who was a distinguished lawyer of Columbus, Miss. It seems strange how such a relic "of the olden time" should, as it were, have drifted so far from Virginia to Mississippi. I propose in my narrative to give the solution of the whole matter. Therefore it becomes me to give you the history of its former owner, the late Colonel William Stith Bolling.

I will give you Mr. Bolling's descent from Robert Bolling, the emigrant who came to the colony of Virginia October 2, 1660. He married first, in 1675, Jane, daughter of Thomas Rolfe, and granddaughter of Pocahontas; had one son, John, the Bolling ancestor of all who claim kinship with the Virginia princess, Pocahontas. Married second time, 1651, Anne, daughter of John Stith, of Brunswick county, Va., lived at "Kippax," (sometimes called Farmingdale), Prince George county Va., died July 17, 1709; from whom Colonel Wm. Stith Bolling is descended, the subject of this communication.

1. Robert Bolling, the emigrant, married Anne Stith, second wife. Issue.

2. Robert Bolling, married Mary Cocke. Issue:

3. Robert Bolling, born June 12, 1739, died February 24, 1775. Settled at "Bollingbrook," Petersburg, Va., married second time Mary Marshall Tabb, only daughter of Colonel Thomas Tabb, "Clay Hill," Amelia county, Va., died October 14, 1814. Issue.

4. Thomas Tabb Bolling, born February 27, 1763, married Seignora, daughter of Sir John Peyton, of Gloucester county, Va. Died December 1, 1810. Issue.

5. Colonel William Stith Bolling, of Columbus, Lowndes county, latterly of Louisville, Winston county, Miss. Colonel Bolling was married twice. His first wife was Pocahontas Robertson; married second time a Mrs. Hill, of Tennessee, whose maiden name was Dudley. Both wives were lineal descendants of Pocahontas. (See Robertson's "Pocahontas.") No issue by either marriage. (See Slaughter's "Bristol Parish.")

Mr. Bolling moved from Virginia to Tennessee—some time from 1830-40. Removed during the '40 decade to Columbus, Miss., and later on to Louisville, Winston county, Miss., where he practiced his profession as a lawyer during the sittings of the Circuit Court of Lowndes county, being an old-time friend of my wife's father, the late Daniel Williams, probate clerk for twenty years of the said Lowndes county. He always made his headquarters at Daniel Williams's house; is where I first became acquainted with Mr. Bolling.

Being a Virginian, as well as myself, our theme of conversation in a great measure was Virginia, and Virginia families. During our talks he informed me that he had the veritable tomahawk of the old Chief Powhatan, which had been in possession of his first wife's ancestors for at least 175 years. (These conversations with Mr. B. were about 1860.)

THE OLD RELIC.

The tomahawk is very unique. The blade is about two inches broad; in the top or head is a bowl for a pipe. The handle is of curled maple and very dark from age and has a hole leading from the bowl of the pipe. At the end there is a silver band, also about the middle of the handle. The design is very elaborate. The blade is inlaid with silver. The workmanship is rather rude. Any one doubting its antiquity would be at once convinced that it is what is claimed, the veritable tomahawk of Powhatan, the old chief.

Mr. Bolling would often relate incidents of traditions in the family. One was the actions of the old chief while sitting in council deliberating whether there should be war or peace. If peace was decided upon would fill the bowl of the tomahawk with Kinneakenec, take a whiff and hand it around to the subchiefs. If, on the other hand, war was decided on, would turn the blade of the tomahawk outward, holding it across his person.

HOW COLONEL MEE KCAME BY THE TOMAHAWK.

The question now is how came it to be in the possession of the late Colonel Samuel M. Meek? What I am now going to state was told me in person by Colonel Meek. What I am going to relate was told me in person by Colonel Meek. After the war Colonel Meek in his attendance on the Circut Court of Winston county, Mr. Bolling then being very old and feeble, could not attend to some important law cases, kindly volunteered his services to his old friend. And in consideration, Mr. Bolling said: "I am a very poor man; the war has rendered me penniless and I cannot give you a money consideration. I freely present to you this heirloom of the Bolling family as I am childless. Powhatan's tomahawk." The statements of Colonel Meek will verify mine. Some two years ago whilst in Columbus he requested me to write my recollections of the said tomahawk and all information imparted to me by Mr. Bolling; that he would also write down all facts and he would have them placed on record in the archives of the Chancery Court of Lowndes county, Miss.; as both of us had passed our three score and ten it would be well for us to place our knowledge on record as handed down to us by Colonel Bolling; so far as he knew we were the only persons living who knew anything about the said tomahawk. Since my last interview with Colonel Meek I have seen some residents of Louisville, the county seat of Winston county. They also related to me in substance what Colonel Meek and myself have related.

SHOULD BE KEPT IN MUSEUM.

The tomahawk should be by all means placed in the archives of the Virginia Historical Society.

Some time before the death of G. Barron Boode I corresponded with him about it. He requested me to send it on, and if as I described it to be, that the Smithsonian Institution would purchase it, but Colonel Meek's family opposed it so bitterly that he declined to part with it. But for that circumstance it would be now in possession of the Smithson.an Institution. I used all my persuasive powers to induce him to let G. Brown Goode have it. He was very much interested, and would have bought it but for the circumstance of the family's opposition, and it would be now the property of the Smithsonian Institution and lost to the Virginia Historical Society.

I think that what is left of the family would part with it. Colonel Meek, his wife and wife's mother and some of the children have passed over the river.

I told Colonel Meek that one or two generations of Meeks would pass away and no one of the Meeks would know anything of its history, and the old, valuable relic would find its way into the junk pile of some scrap iron dealer. Valuable on account of its antiquity, and doubly valuable as having been the veritable tomahawk of Powhatan, around it cling many honors, and it could speak would whisper many memories of the happy days of yore.

Some incredulous persons would say at the time of the advent of the English colony that the Indians had only stone tomahawks. Grant that to be true. We find recorded in Campbell's History of Virginia that the early colonists made presents of hatchets to the Indians. Why should not they, to please the fancy of the old chief, present to him a tomahawk elaborately embellished and inlaid with silver, which is enough to please the eye of any one, particularly that of an Indian. In establishing a colony of emigrants it is very necessary to have artisans of every kind and profession, and no colony is complete without them. And Captain John Smith was too wise a man for it to be otherwise. My impression is that some Tubal Cain of the colonists made the tomahawk.

If I had any doubts about it I certainly would not have interested myself to the extent that I have gone in the matter. Some scions of nobility did accompany Captain Smith, and if all the colonists had been of such the colony would have come to nought. We find it recorded that Captain Smith had to deal roughly with the said scions.

All my efforts in the matter are purely "Platonic," and not actuated by gain. All the compensation I will ask if it can be paced in the archives of the Virginia Historical Society, let it be said it was done by the efforts of Francis Wade Mosby, a Virginian to the "manner" and manor born.

I am truly yours with much respect.

FRANCIS W. MOSBY.

Birmingham, Ala.

NEW SPIRIT IN EDUCATION.

It is one of the significant signs of our times that the scope of education is constantly widening to establish more direct relations with actual, busy life. Even a generation ago the school was for most parents a place where their children were sent to be drilled in what were vaguely considered necessities for gentility and good citizenship, although few could show clearly how they brought about this result or how any study except that of the three R's contributed directly to victory in the battle of life. To the children, school was hardly more than a necessary evil which demanded the best hours of the day from the pure joy of living without making any visible returns. And neither parents nor children were chiefly to blame.

One would hardly dare assert that this latter tradition among children is even yet entirely a thing of the past, but their attitude is changing with the nature of the school life. Certainly educators and parents as well are gradually coming to see the necessity for defining and establishing the true relation between school and life and as psychology and pedagogy have advanced in their investigations it has become more and more evident that the school, to be of the greatest value, must develop logically out of what has gone before and is still going on in the child's life and must aim to fit him as directly as possible for what is likely to come afterwards; since the school is not an institution for wrenching a child from his natural bent and environment and stiffening him into a given mold, but is rather the guide of his impulses and capacities into a larger life.

The kindergarten has done much towards solving this problem of the adjustment of the school to life. It takes the child from the very nursery and seeks to develop all his budding instincts and possibilities that make for healthful self-expression. It becomes a second home to him, where the training of the home is continued and supplemented along moral and physical lines, as well as mental. It becomes a place of delightful associations, too, with its pictures, flowers, music, games and countless other sources of interest and entertainment. It recognizes and guides the childish instinct for play, teaches him the simpler musical harmonies, gives him clear conceptions of form, color and the simplest methods of construction, teaches him to observe the growth of plant and animal life and to make the coming and going of the seasons by the changes in nature, shows him for the first time a larger social organization where the will of the one must bend to the convenience of the many, and in every way seeks to lay the foundation for the symmetrical development of the child's knowledge and personality. At every point his sensibilities are quickened and his perceptive faculties aroused so that he passes on with a thousand impressions stored away which the child of a generation ago either got not at all or else by chance.

The kindergarten has succeeded because, in spite of some excesses of method, it rests on a sound psychological basis and it has been easy for its ideals to take root, because it begins from the bottom in the child's education. It is no wonder that its fundamental principles are fast finding their way into more advanced stages of education and are helping to reconstruct the primary and even the secondary work of our schools. Not, of course, that the kindergarten is responsible for all the enlargements and changes which are going on in the schools to-day. That is far from being the case; for the forces tending that way are coming from various directions, and the whole trend of present educational theory is along the line of greater breadth of instruction and adaptation to life. This tendency shows itself not only in the introduction of new features into the school life and work but in the readjustment and co-ordination of the old. More care is being taken to make the work attractive as well as substantial, more scope is allowed to individuality, both in the choice and pursuit of subjects of study, school rooms are being beautified, athletics and social life are being developed and in many ways the child's idea of the school as a place of penal servitude is giving way to that of a centre for most of his attractive, interesting activities. It is interesting, too, to note that while education is being every day treated more and more artistically and the long neglected feature of aestheticism is coming to the front in various ways, the advance towards the practical is equally as evident, and even much of the artistic is being put on a new and purely common-sense foundation. Thus drawing and music are already a continuous part of the training in all the progressive public schools; but they are taught not on the old, arbitrary bases of talent and genius, but on the principle that every child of normal endowment may and should learn the laws of harmony and musical notation and the underlying principles of form and construction so that he may be able to sing and to reproduce correctly with his pencil whatever is put before him.

This is held to be only a part of any proper equipment for life, and not an arbitrary demand. In this way the public school children, at least, are growing up with their artistic sense both awakened and turned at once into practical channels.

But more obviously practical features than music and drawing have for some years been spreading throughout the best equipped public schools. In the grammar grades the girls are trained in sewing and cooking and the boys in various forms of wood work and simple carpentry. When the high school is reached the student has a choice between attending the regular high school, where the emphasis is on the literary except for music and drawing, or the manual training high school where only certain fundamental studies of the regular school are required, and where the chief stress is laid on some chosen form of manual training by which the student may later be able to earn an intelligent living. For the boys chiefly engineering, carpentry and blacksmithing are provided; for the girls dressmaking, millinery and even training in laundry work.

In the private schools the tendency towards the aesthetic has naturally been more marked than towards the practical. This is partly because they draw, as a rule, from a wealthier class and so have been slower to realize the necessity for the utility feature in education. Moreover, each school being a law unto itself, has lacked the stimulus and support of organization—such as obtains in the public school system—towards making the more radical changes. Many of the private schools, however, have forged ahead even in this direction, and some of the most exclusive and wealthiest of them train their pupils in various forms of manual labor. In addition to this, hundreds of special schools are springing up throughout the county everywhere to meet the constantly growing demand for a practical training. Certainly the tendency is everywhere manifest not only to encourage individuality and self-expression, but to train the average boy and girl for the average life, while lifting that life to a higher plane, and to so rationalize their student work—whatever its nature—that it will contribute as directly as possible to an intelligent and happy life.

The same is fast coming to be true of what we call the higher education, meaning that of the colleges and universities. Formerly even a college graduate was presumed to have a certain intellectual exclusiveness and aloofness from the practical interests of daily life and a consequent lack of judgment and common sense if he ventured to concern himself with them. This was the common attitude, even towards college men, and far more so toward women, who were held to be abnormal in proportion to their scarcity. Conditions are changing, however, and with them the public view. Gradually the people are coming to see that the college training should broaden the capacity for general usefulness and that zest for life should be quickened, not diminished, by the larger vision and experience which the college life brings. Education no longer means mere bokishness or even an intelligent knowledge of books. It means knowledge certainly and each day is demanding a wider range and variety. Education today reaches out to include a knowledge, not only of literature and science, but of music, art, institutions, philanthropics and all the great activities and interests with which the twentieth century is teeming. But it means far more than the mere acquisition of facts. It means mental development, broadened horizon, clearness of vision, power of expression, widened sympathies, power of adaptation, poise of judgment and a capacity for intelligent leadership. But the educated man is coming more and more to realize that nothing which is human can be foreign to himself.

It is not meant, of course, that the type of scholar who gives his life to the pursuit of abstract knowledge and touches the concrete realities of life only dreamily is likely ever to pass. Fortunately, he is here to remain and his mission is two-fold; for he not only adds constantly to the sum of human knowledge and feeds the fires of pure learning, but he is one of the strong silent forces against sordidness and materialism. If the time should ever come when honor is withheld from him, the world would need to look well to its capacity for idealism. At the same time it is true that even scholarship is coming more and more to recognize the sanity and value of human contact and to realize that a strong grasp on life in the making doubles its guarantee of success. This attitude becomes, of course, indispensable in those branches of learning which concern themselves most directly with life and the rise and development of the sciences of sociology, psychology, biology and the rest have done much to make scholarship practical. Not that the combination of thorough cholarly work and an active life is ever easy, for the mental concentration and composure which it demands are hard to obtain when every detail of the daily life presses in and even when obtained, the temporary immersion in a world of ideas, which is a necessity for his work, throws a spell over him which makes the world grow vague about him and its problems weigh upon him only lightly, if at all. At the same time it is true that the vitalizing breath of the new spirit in education is working upon the scholar as well as upon others. The universities are becoming more democratic and less exclusive in their ideals of culture. The scholar is realizing more and more that he is the servant, not only of future generations, but of his own, and that he needs the world in as important a sense as that in which the world needs him.

O. L. H.

DRESSY SEPARATE BLOUSE

Still Worn in All Materials and Lavishly Trimmed.

The dressy separate blouse, however, is a necessity and there is not the slightest probability of its being driven from the field. Handsome white blouses are still worn with skirts of various colors and are so useful that women are loath to give them up, but they are no longer considered distinctly smart unless worn with a white skirt.

Chiffon, mousseline, lace and all the new silks are called into service by the blouse makers. Chiffon velvet and the very fine cloths, such as drap ideal, and which is hardly heavier than silk, are also used for the handsome blouses, but, naturally enough, are not so much in demand for summer wear as they were throughout the winter.

Handwork of any and every description is lavished upon these dressy blouses. Tagoting, embroidery, tucking, shirring, smocking, inset lace designs, all play their part and the bouillonee figures are conspicuously here as elsewhere in the new modes.

The all lace blouses in cream in string color or dyed to match the frock material are exceedingly serviceable and are usually made very simply, over silk and chiffon in their own color, and trimmed, if at all, in bands of the frock material decorated with trimming corresponding to that introduced upon the frock.

More simple, yet handsome enough for afternoon wear, are the new blouses of rich, soft brocade in one tone, matching the skirt coat; and blouses of the soft finish taffeta, louisine, liberty satin, or any one of the new silks in fancy weaves, but in plain color, may be made in modish fashion and obtain cachet by the addition of a little hand embroidery, or lace cravat, jabots or frills.